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ABSTRACT

A project operated a model, adaptable family literacy program in a housing authority that served 35 residents. Its objectives were to improve parents' basic skills and help them improve their ability to assist their children, to assist parents in learning appropriate expectations for their children and understanding individual differences, and to encourage enrolled parents to seek out other adult education training opportunities. Workshops were held at the housing project with parents in one room and children in another. Findings indicated the project was beneficial for students, especially in providing a link with other educational and community opportunities. The portfolio assessment aspect of evaluation was ineffective due to the transient nature of the population. The greatest barrier that the project faced was the reluctance of housing members to attend class due to its association with the "authorities." (Appendixes to the 11-page report include a 13-item bibliography, syllabus, lesson plan guide, inservice guide, advertisements, and portfolio with sample forms.) (YLB)

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ED 395 113

McCoy Manor: A Model Family Literacy-Housing Authority Program

Final Report
by

Allison L. Fisher
Curriculum Coordinator/Instructor
TIU Adult Education/Job Training Center

1 Belle Avenue MCIDC Plaza Bldg. 58
Lewistown, PA 17044
717-248-4942

1994-1995

Project # 98-5003
$16,500

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ABSTRACT PAGE

Title: McCoy Manor: A Model Family Literacy-Housing Authority Program

Project No.: 98-5003 Funding: $16,500

Project Director: Carol Molek Phone No.: 717-248-4942

Contact Person: Allison Fisher Phone No.: 717-248-4942

Agency Address: TIU Adult Education/Job Training Center
1 Belle Ave. MCIDC Plaza Bldg. 58
Lewistown, PA 17044

Purpose: The purpose of the project was to:

- operate a model, adaptable family literacy program in a housing authority project to serve 35 residents.
- improve parents' basic skills and in so doing, help them improve their ability to assist their children.
- assist parents in learning appropriate expectations for their children and understanding individual differences.
- encourage enrolled parents to seek out other adult education training opportunities in order to plan the next step of their own development.

Procedures: The project was designed to operate an adaptable family literacy program in a housing authority project. The project had two components: summer and school year. Workshops were held at the housing project with parents in one room and children in another.

Summary of Findings: The project was beneficial for students, especially in providing a link with other educational and community opportunities. The project served 35 participants. Changes need to be implemented in order for the portfolio assessment aspect of evaluation to be effective.

Comments : The greatest barrier which the project faced was the reluctance of housing members to attend class.

Products: A final report documenting all aspects of the model, including design.

Audience: The target audience for this report are adult educators interested in providing adult basic education in a housing authority setting.

Descriptors (Bureau staff only):

INTRODUCTION

This project addressed Section 353 Priority A.6. "the development of a model family literacy program focused on a public housing area." The program was devised to provide for the delivery of services in coordination and collaboration with other community educational and human services organizations, in particular providing a model family literacy-housing authority program.

The project proposed to:

- operate a model, adaptable family literacy program in a housing authority project to serve 35 residents.
- improve parents' basic skills and in so doing, help them improve their ability to assist their children.
- assist parents in learning appropriate expectations for their children and understanding individual differences.
- encourage enrolled parents to seek out other adult education training in order to plan the next step of their own development.

"McCoy Manor: A Model Family Literacy-Housing Authority Program" had two components: summer and school year. The time frame for the project was:

July- August 1994 -	Summer Component
September - December 1994 -	First School Year Component
February - June 1994 -	Second School Year Component

Project Director was Carol Molek. Ms. Molek has over eleven years experience directing adult education projects for the TIU in conjunction with development and implementation of special projects. Instructor for the program was Allison Fisher. Ms. Fisher is Curriculum Coordinator/Instructor at the Adult Education/Job Training Center. She has several years experience instruction in family literacy programs.

Dissemination of this report will be made through our office, the Regional Staff Development network, and the PDE Resource Centers. Permanent copies will be available through:

AdvancE
Pennsylvania Department of Education
Market Street
Harrisburg, PA 17126-0333

or

Western Pennsylvania Adult Literacy Resource Center
William Flynn Highway
Route 8
Gibsonia, PA 15044

BODY

Statement of Problem

"McCoy Manor: A Model Family Literacy-Housing Authority Program" addressed Section 353 Priority A.6. "the development of a model family literacy program focused on a public housing area."

Many adults come to our Adult Education Center as a result of some difficulty with their children. Often the parents find that helping children with homework is very difficult. Reading to children or answering basic questions for their children is beyond their scope of knowledge. The parents realize that they need to develop basic skills in order to help their children. The low-level literacy parent often realizes more than anyone else how important it is to help their children so that these children do not have to endure the hardships of illiteracy that are handicapping the parent. Parenting skills are often the most important part of life coping skills for these parents. "McCoy Manor: A Model Family Literacy-Housing Authority Program" used the natural motivation of parents concerned about their children to teach parenting skills, life coping skills, basic language arts, and math skills.

Research has indicated that illiteracy is an intergenerational problem. Within Mifflin County 32% of adults lack a high school diploma. Many of these individuals have low literacy skills and many of these individuals are residents of the Mifflin County Housing Authority. Too often, illiterate parents rear illiterate children and the cycle repeats itself. Educational success may depend on early intervention: children must see a value and respect for education before outside influences diffuse their enthusiasm. Our particular project, "McCoy Manor: A Model Family Literacy-Housing Authority Program," was based at the Mifflin County Housing Authority's housing project, McCoy Manor. There are 72 family units in the project. Eligibility for the housing is based upon financial income limits determined by HUD. Only people with children qualify and as

a result, there are approximately 120 children living at McCoy Manor: 95 of those being elementary age or younger. Thus, our training focused primarily on this age group.

Most of the parents at McCoy Manor are single parents (81%), unemployed (61%), and on public assistance (61% on cash, others on food stamps). Those who are employed are under employed, as they are still income eligible for housing. McCoy Manor seems to be typical of rural Housing Authority projects. Due to this, the training we offered should be adaptable to similar settings in Pennsylvania.

Our goal for this project was to aid in breaking the illiteracy cycle by 1) working with parents on their basic skills in order for them to improve their ability to assist their children; 2) assisting parents in learning appropriate expectations for their children in order to assure a positive educational experience; and 3) encouraging parents to seek out other adult education training opportunities.

Family literacy has always been an important part of our Adult Education Center philosophy. We view our clients' educational needs holistically and incorporate their concerns about their children into their individual education plans. The linkage with the Housing Authority was planned to allow us to serve an extremely needy population right in their home base. Accessibility, coordinated child care, and activities were designed to make training appealing to participants.

Historically, our organization has had a positive relationship with our Housing Authority. Personnel from both agencies serve on each other's advisory committees. The Housing Authority has made sites available to adult education for both basic education and family literacy training. For the last five years, our Center has worked cooperatively with the Housing Authority or has provided family literacy training for Head Start parents at a public housing site in downtown Lewistown. Thus, the project proposed to develop services on an already solid foundation of collaborative efforts.

Goals and Objectives

The project aimed to serve 35 residents of the McCoy Manor Housing Project in order to provide for the delivery of services in coordination and collaboration with other community educational and human services organizations, in particular providing a model family literacy-housing authority program.

The goals of the project were to:

- operate a model, adaptable family literacy program in a housing authority project to serve 35 residents.
- improve parents' basic skills and in so doing, help them improve their ability to assist their children.
- assist parents in learning appropriate expectations for their children and understanding individual differences.
- encourage enrolled parents to seek out other adult education training opportunities in order to plan the next step of their own development.

Procedures

In order to effectively reach the goals of the project, it was designed with two components: summer and school year. Workshops were held at the housing project with parents in one room and children in another.

Summer - In July and August of 1994, we held family literacy classes at McCoy Manor for two mornings a week. The instructor worked with parents in a meeting room of one of the housing units. The participants' children were supervised by clients in a JTPA work experience program and assisted by a JTPA Summer Youth in another meeting room.

Recruitment for the project was conducted by a variety of methods in order to reach as many Housing Authority residents as possible. The project was publicized through the newspapers, radio stations, and cable TV. In addition, posters were distributed door-to-

door in the Housing Authority projects several times as well as in area stores and agencies. One recruitment tool that we utilized was "Jumparoo." Jumparoo is a robotic kangaroo, developed as a 353 project by another county, to aid in promoting family literacy. Through the use of Jumparoo and Mifflin County 2000 funds, we were able to distribute books to the children of the McCoy Manor Housing Project. We made a film available for parents and spoke to them about the workshops. This activity increased the collaboration aspect of the project, involving several different literacy groups in the community.

Curriculum for the summer component was based on several 353 projects: Centre County's "Project PACT," our own "Together We Learn," and "Ready Set Read" projects. The curriculum was based on a 0-6 reading level but was also appropriate and adaptable for higher functioning parents. The curriculum was most appropriate for parents of preschool and elementary students. However, some of the topics (discipline, conflict resolution, etc.) were available and appropriate for parents of older children as well.

The curriculum consisted of lessons addressing a variety of learning areas: math, science, social studies, reading, language, writing, and health. Each lesson consisted of information and activities for the parent as well as including a number of activities that the parent and child could do at home together. The parent was also instructed in a variety of ways to pick appropriate activities for the child and adjust when necessary. Parenting tips, designed to promote positive parent-child interaction, were included in every lesson. It was hoped that these ideas would be transferred to other lessons and everyday activities.

Making everyday activities positive learning experiences was another component of the curriculum. Some of those activities included cleaning, preparing meals, shopping, traveling, dressing, and bed and bath times. A part of this involved integrating speakers, as we hoped not only to draw upon their area of expertise, but also to familiarize the participants with some of the faces that they would see in the community. Speakers included a physical education

teacher, a school reading specialist, a children's librarian, a home health care specialist, a counselor, and an extension agent.

School Year - During the school year we continued the workshops once a week for two hours. We had a difficult time finding a time that seemed to suit participants. Morning was not suitable as residents stated they "liked to sleep in after the kids go to school." Afternoon seemed to cut into other activities. We tried to have the workshops from 1-3:30 but parents wanted to be home when children returned from school and would leave early, missing important closure exercises. Thus, we settled upon 1-3 as the time. Children in attendance were younger and were supervised by a staff member who had day care experience, as well as a JTPA Youth worker and volunteers.

Parents worked on various school and community issues. We started one set of workshops in the fall and another in the mid-winter. This training focused on communication issues, school and home, learning styles, self-esteem and homework. The curriculum utilized several sources, including "Study Skills Connection," a previously developed 353 project.

We also utilized information gleaned from an in-service which we provided for teachers in the school district. The inservice gave us an opportunity to exchange information with both groups, teachers and parents (Please see appendix).

Together the two components offered a comprehensive family literacy service to Housing Authority residents throughout the program year. The project was a collaborative effort that tied together the Adult Center and the Housing Authority personnel.

The Housing Authority was key in providing not only the space and janitorial services, but also incentive programs as well. They allowed space in their monthly newsletter for the students to contribute an update of our workshops as well as a sample exercise for parents and children to work on together. This was a good

recruitment tool. Through approval of their board they offered cash incentives for a "Student of the Month" and a "Student of the Year."

Results of Objectives

The project succeeded in serving the target group of 35 students. Of those served, 5 were youth (16-22). Twenty-three participants were single parents. The 35 participants had among them 67 children, 38 of whom we served with a variety of activities. Of the parents only two were employed, and most received some form of public assistance: 22 cash, 25 food stamps, and 27 a medical card. Thirteen of our students had no GED.

The project also based evaluation upon the development of a portfolio assessment packet for each participant in order to document progress and retain material. The portfolios were developed and each student met individually with the instructor in order to better understand the process. At that time, they filled out a goal plan sheet, completed a reading exercise, and discussed their expectations for the workshops. However, due to the transient nature of the residents, only one student who began the portfolio assessment actually was still present at the end of the workshops. Thus, it was very difficult to discern whether or not our goals of improving parents' basic skills and assisting parents in learning appropriate expectations for their children were actually realized. At least ten students enrolled with our Center for educational classes and three obtained jobs, which was a goal for the project. By producing a final report which documents the project design, it is our hope that the McCoy Manor project can be used as a model for other rural Housing Authority based programs.

The project, unfortunately, faced many barriers which were difficult to overcome. One problem that we had with the location was that residents identified us as being "with" the Housing Authority and as a result, were hesitant to become involved with the program. Too often their only contact with the Authority is when

their is a problem. They also tend to have a fear of any social service agency. This was a major hurdle to overcome, which we solved by removing (with Authority permission) all mention of the Authority from flyers and advertisements. Another problem was retention of clients. This was a problem with the portfolio assessment in particular. It was impossible to record growth with no means of comparison.

Location was also a hindrance to the development of the portfolio. For the first students, individual meetings were arranged at our Center. This served a two-fold purpose: 1) it allowed the time necessary to fill out the initial paperwork in the portfolio (See appendix) and 2) it allowed the students to see our Center and become comfortable with it. Not surprisingly, the students who made this contact were the ones who continued with their educational goals at our Center. As the workshops progressed, it was increasingly difficult for the instructor and student to make the appointment. Students preferred to have their meetings on site and not enough time could be given as other students arrived early. Thus, an initial visit with the instructor off-site would prove to be most helpful.

The next barrier was the fact that we used the word "literacy," which some participants indicated they felt was derogatory. This was remedied by substituting the phrase "parenting workshops." However, we then began to see students who were not residents of the Housing Authority and did not particularly need basic skills work.

The most difficult barrier, and one we were not able to overcome was a general mood of apathy. By working with a residents' group at the Authority, we found that they had the same problem. The residents' group consisted of a volunteer group of residents who met once a month to plan activities for the project families in order to improve the quality of life in the projects. However, they found, as did we, that people were fearful of having

their neighbors or any agency person find out too much about their personal life. They were afraid of "getting turned in." This obstacle was one we were not able to overcome.

Evaluation

Evaluation was based on:

-serving 35 students at the McCoy Manor Housing Project.

-development of a portfolio assessment packet for each participant.

-production of a final report, outlining the design of the project, which will be disseminated through Pennsylvania Department of Education, AdvancE, the Tuscarora Intermediate Unit, and the Regional Staff Development Centers.

We were able to serve 35 students at the site and provide a portfolio assessment packet. However, the portfolio did not work in the way that we had hoped it would. With some restructuring of the workshops, it would prove quite useful as a tool of evaluation.

Conclusions and Recommendations

The family literacy workshops provided our students with much information and the opportunity to work together as families. In order to make it a more valuable experience, it would seem advisable to conduct initial meetings off-site and one-on-one with the instructor and student. This would also aid in the development of portfolio. Perhaps at a mid-way point, another such meeting could take place.

Also helpful would be shorter components that were not open entry-exit. Students need to feel a sense of completion that the long sessions and the portfolios did not allow.

Being on-site also seemed to be a hindrance rather than a help. Students absolutely did not want their neighbors to know where

they were. Perhaps an initial workshop held at the site for recruitment purposes would be more effective.

APPENDICES

Bibliography

Syllabus

Lesson Plan Guide

In-service Guide

Advertisements

Portfolio

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Syllabus

MCCOY MANOR FAMILY LITERACY PROJECT
Outline and Schedule

Day 1 July 20: **Hands On!: How Children Learn and Your Role**
The instructor will introduce the project and discuss how children learn and the importance of the parent in the process. Participants will brainstorm ideas and a reading session with the children will follow.

Day 2 July 25: **Learning from Nature**
Participants will discuss how children learn from their environment. Particular attention will be focused on counting activities. A nature walk with parents and children will follow. Participants will discuss projects to do with children.

Day 3 July 27: **Games, Games, Games: Playing can be educational**
How playing can be mental as well as physical exercise is the topic to be discussed in this workshop. Participants will engage in activities with the children.

Day 4 Aug.1: **Make Reading Fun**
A reading specialist will present ideas to participants to make reading more fun. Parents will practice storytelling amongst themselves and then with the children.

Day 5 Aug.3: **Learning with the Library**
Participants will take a field trip to the library with their children. They will explore The Children's Room and participate in storytelling.

Day 6 Aug.8: **Housework can be FUN for the whole family**
A home health care specialist will speak to participants on ways to make housework fun and a learning experience for children. Parents will engage in a budgeting exercise.

Day 7 Aug.10: **Give Your Child a Boost: Self-esteem**
A counselor will speak to participants about self-esteem issues. Parents will learn how talking to their child can boost self-esteem and the learning process.

Day 8 Aug.15: **Fun Foods!: Nutrition = Learning**
Information will be proveded on nutrition and meal planning. Participants will be encouraged to plan a meal and will learn how to make the experience a learning one for children.

Day 9 Aug.17: Participants will present final projects to children. Plans will be made to continue project through school time. Participants will brainstorm ideas to be covered in following sessions.

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MCCOY MANOR LITERACY PROJECT

Sept. 8: Understanding Your Child - This workshop will take a look at the individual temperament of kids and their stages of development, the importance of play, and appropriate parental expectations. The kids will participate in a play group.

Sept. 15: Self-Esteem - This workshop emphasizes the importance of mutual respect and encouragement. The children will make puppets.

Sept. 22: Conflict Resolution - During this workshop parents will discuss and evaluate various methods of dealing with conflict. Children will be encouraged to participate in team activities.

Sept. 29: Communicating with your Child - This workshop will help parents learn communication skills and how to listen, talk and be heard, and help children find words for their feelings. Children will engage in listening activities.

Oct. 6: Social Development - Ways to deal with bedtime, mealtime, tantrums, and other development issues will be dealt with in this workshop. Children will be encouraged to participate in problem solving activities.

Oct. 13: Nature as Teacher - This workshop will aid parents in using their environment as a teaching tool for children. Children will engage in games involving their surroundings.

Oct.20: Protecting Our Kids: Personal Safety - This workshop will utilize a speaker who will talk to parents and children about safety issues.

Oct. 27: Protecting Our Kids: Community Safety - We always want to ensure the safety of our kids, and with Halloween approaching, our fears may be heightened. A speaker will talk to kids and parents about safety issues.

Nov. 3: School Issues: Learning Styles - This workshop will focus on learning styles in an effort to aid parents in helping their children succeed in school. Children will participate in activities which pinpoint their learning style.

Nov. 10: School Issues: Advocating for your Child - Parents will discuss their role in the education of their child. This session will address parent and teacher interaction and the role that teamwork plays in a child's education.

Nov. 17: Count our Blessings - This time of year can get very hectic. It will be the goal of this workshop to focus on stress relievers. Children will participate in similar activities on their own level.

Dec. 1: It's too cold/wet/gross out! - With the weather keeping us all indoors, kids can get rather cranky. This workshop will help supply parents with a number of "snowy day" activities to use with kids.

Dec.8: Libraries are for more than Reading - The series will end with a final trip to the library. Parents will be familiarized with all aspects of the Children's Room.

PARENTS ARE TEACHERS
McCoy Manor Parenting Workshop Series
February 16-June 1
Thursdays 1-3

Unit 1: Teaching Your Child in the Home

Feb.16: **Working Together for Change**- Introduction to series and self. Through discussion and activities the group will look at the temperament of kids, their stages of development, the importance of play, and helping children solve problems together. Children will participate in age appropriate activities.

Feb.23: **How to Talk So Your Kids Will Listen**- This workshop will continue using listening skills to aid parents in communicating with their child. Parents will learn how to talk and be heard and help children find words for their feelings. Children will engage in listening activities.

March 9: **I Love You, You Love Me....!**- Parents will learn how to overcome self-defeating messages so that they can encourage positive self-esteem in themselves as well as their children. This workshop encourages the importance of mutual respect and encouragement. Parents will tape books to use with children.

March 16: **I Won't and You Can't Make Me!**- Dealing with tantrums and the causes will be dealt with in this workshop. Behavior modification will be discussed and parent's will tape more books. Children will be encouraged to participate in problem solving activities.

March 23: **Fun Foods! Nutrition=Learning**- Information will be provided on nutrition and meal planning. Participants will be encouraged to plan a meal and will learn how to make the experience a learning one. Storytelling will be utilized and the children will participate.

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Unit 2: Teaching Your Child Along With the Schools

March 30: **My Child has a "Teaching Disability"**- This workshop will focus on learning styles in an effort to aid parents in helping their children succeed in school. Children will participate in activities which pinpoint their learning styles.

April 6: **Parents as Partners**- This workshop will address the role of the parent in the education of their child. We will discuss parent and teacher interaction and the role that teamwork plays in a child's education.

April 13: **Reading IS Fun!**- Ideas will be presented, including puppets, which will make reading more fun. Parents will make a puppet to use with children, who will make their own as well.

April 20: **Giving Without Giving UP**- Using assisted reading methods, parents will learn how to make their child's homework time efficient time.

Unit 3: Teach your Child about the Community

~~May 20~~ April 27: **My Child, A Safe Child**- The local CAP team will speak to children in order to help them effectively ensure their OWN safety. Tips will be offered to parents as well. Parents will discuss creative reading and writing as outlets for children's concerns.

May 11: **Explore Your Community**- This workshop will aid parents in using their environment as a teaching tool for children. Children will engage in games involving their surroundings.

May 18: **Learning with the Library**- Participants will take a field trip to the library with their children. They will explore The Children's Room and participate in storytelling.

May 25: **Community Resources**- Parents will learn more about community services. Materials from different organizations will be available.

June 1: **Appreciation Day**- Student participation will be recognized and parents will brainstorm ways to continue to build on progress.

Lesson Plan Guide

McCoy Manor Parenting Workshop
Lesson Plan Guide

5 min.	**Greetings**
10 min.	**Recap** •Share how previous strategy worked with children •What was most helpful •What did the kids enjoy most •Problems
10 min	**New material** •Purpose Effects on parents and kids
15-20 min	**Demonstrate new strategy**
5 min	**BREAK**
15-30 min	**Practice in teams**
10 min	**Review and Discuss** Variations
10-15 min	**Reading and Response**
5 min	**Wrap-up**

In-service Guide

MCSD IN-SERVICE
MONDAY 10/10/94

"THOSE PARENTS - THEY JUST DON'T CARE"

Presenters: Esther Bratton, Allison Fisher,
Suzanne Fisher,Carol Molek

AGENDA

Introduction:
Parents As Partners

Agency Training:
General and Specific

Our Parent Clients and the Schools:
Comfort, Perceptions, Communication

Teacher Input:
What Do Teachers Need From Parents?
What Can We Do to Help?

Wrap-Up

(presentation outline 10/5/94)

MCSD Teacher In-Service
Mon 10/10/94

Highland Park Elementary
Room 129
"Those Parents - They Just Don't Care"

7:45-8:00 am - coffee/donuts
8:05-10:05 - Session I, 34 attendees
10:15-12:15 - Session II, 32 attendees

Carol Molek, Allison Fisher, Suzanne Fisher, Esther Bratton

icebreaker?

Why don't parents get involved with their children's education?

- lack of activities that foster parental involvement
- economic/social factors
- lack of good manners
- lack of parenting skills
- lack @ home: stability (no primary residence), nurturing, educational support
- parents = hostile and defensive
- literacy issues
- disinterest
- bad school experience
- 3rd generation drop-out
- failed previous experiences
- frustration and anger with the school system
- hard time with other social service agencies
- hard time with authority
- powerlessness against system
- teachers as adverseries
- being judged
- low expectations of their children

Intro: Carol

how we got here
parents as partners, partnerships with parents
MC 2000, coordination of goals
MC 2000 newsletter, list of goal leaders w/phones

goals for the session:
understand what our agency does, general overview and specific training we offer for parents
reminder of who our parents are, their feelings about school and teachers
input from teachers: what can we do differently, what can we do to help

aejtc:
carol: general overview
esther: previous and ongoing family literacy efforts
learning triangle video
allison: mc coy manor

parent profile:
suzanne: who are our parents? what are their lives like? what are their priorities?
allison: frustrations of low literacy parents, literacy awareness exercise

parents and the schools- 3 areas to address for improvement:
COMFORT LEVEL, PERCEPTIONS, COMMUNICATION

allison: discomfort exercise, what our students feel about the schools and teachers

esther: perception exercise, how do our students see teachers and the schools; how do teachers see our parents

KEY to comfort and perception problems = COMMUNICATION

suzanne: communication exercise, communication skills we teach our students and how they apply to school relations

tapping into **teacher's insights and expertise**

what do teachers need from parents?
- teachers be seen as human beings
- parental supervision of homework
- parents to understand the chain of command and when to initiate action at various levels

teachers compile a list of parent qualities that they feel are important in fostering successful parent/teacher partnership

techniques teachers successfully use to make parents feel comfortable as a member of the parent/teacher team

what can we do to help?
what topics should we cover in class with parents to improve relations?
- parental attitudes
- identifying a concern and acting on it
- legal rights
- district policies
- self esteem
- communication skill
  - non-verbal
  - verbal - assertive
  - listening
  - written
  - video training

what can teachers do to help?
- happy grams
- phone calls for special accomplishments
- weekly notes home
- evening hours for parents who can't meet during day
- friendly greeting in the halls

Wrap-up: secr riley's article

Advertisements

TIU sponsors family literacy projects

LEWISTOWN — The TIU Adult Education and Job Training Center is sponsoring family literacy projects in the McCoy Manor, Lewistown, area soon.

Workshops are scheduled for Mondays and Wednesdays, starting Wednesday, July 20, from 9-11 a.m. Any caregiver is eligible to participate in this free program. Free childcare will be provided during the workshops.

The workshops are as follows: July 20 — How children learn and parents' part in the process; July 25 — Learning from nature activities and nature walk; July 27 — Physical fitness, an educational experience for children; Aug. 1 — Make reading fun; Aug. 3 — Learning with the library; Aug. 8 — Housework: A fun, learning children's experience; Aug. 10 — Boosting children's self-esteem; Aug. 15 — Nutrition and meal planning equals learning; Aug. 17 — Planning session for school year program.

For more information or to register, call the Adult Education Center at 248-4942.

SENTINEL 7/5/94

TIU center receives federal grant for literacy program

LEWISTOWN — The TIU Adult Education and Job Training Center has been providing Education and Job Training Center has been providing family literacy training to the community for more than eight years, including a cooperative program with Head Start which was received a federal grant from the Department of Pennsylvania featured in a 1990 Education to develop and implement a cooperative program with Head a model family literacy program with Start which was featured in a 1990 the Mifflin County Housing WPSX-TV documentary.

Authority. Services have included working The goal of the project, titled with parents on study skills to help McCoy Manor: A Model Family Literacy-Housing Authority Program, is school-age children as well as to create a model cooperative effort to help parents promote improved learning in their children while improving their own basic skills.

P.A.C.T. (Parents and Children Together) — the curriculum to be utilized in this project — will be held at McCoy Manor every Monday and Wednesday, 9-11 a.m. beginning July 11. Children will be supervised in activities and play groups. The goal of the program is to help parents and caregivers know that learning can be fun. Activities are targeted for pre-schoolers through grade 2 youngsters. Activities that parents and children can do together, such as counting, observing, reading and language, will be featured. Guest speakers will also add to the training.

This grant to create and deliver family literacy services in a housing authority setting was awarded because of the center's ongoing positive performance in this area. Project information will be disseminated statewide and, serving as a model throughout Pennsylvania, the program will be visited by other adult educator housing personnel who wis replicate it.

The program is sponsore Mifflin County Housing Auth TIU Adult Education and Training Center, and Pennsyl Department of Education. M Manor residents and the ge public are invited. For addi information and to register 248-4942.

McCoy Manor, TIU center join for literacy project

County Observer 7/5/94

The TIU Adult Education and Job Training Center received a federal grant from the Pennsylvania Department of Education to develop and implement a model family literacy program with the Mifflin County Housing Authority. The goal of the project, entitled "McCoy Manor: A Model Family Literacy-Housing Authority Program," is to create a model cooperative effort to help parents promote improved learning in their children while improving their own basic skills.

P.A.C.T. (Parents and Children Together), the curriculum to be utilized for this project, will be held at McCoy Manor every Monday and Wednesday, 9 a.m.-11 a.m. beginning July 11. Children will be supervised in activities and play groups. The goal of the program is to help parents and caregivers know that learning can be fun. Activities are targeted for pre-schoolers through grade 2 youngsters. Activities that parents and children can do together, such as counting, observing, reading and language, will be featured. Guest speakers will also add to the training.

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Tuscarora Intermediate Unit

Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

February 8, 1995

Greetings!

It's time! The McCoy Manor Parenting Workshops are starting for the spring. We will meet Thursday, February 16 from 1-3 (some parents leave a little early to get kids home from school---that's fine.) Our workshops will continue every Thursday at the same time through June 1. While it's not necessary to attend every workshop, we would love to see that happen. Something new this time around is our incentive program. We'll choose a Terrific Student each month and that person will receive a 10 dollar gift certificate from Wal-Mart. On June 1 one student will receive a 25 dollar gift certificate for overall achievement. In addition, we've got lots of great sessions planned for both parents and children. If you have any questions, please call me at 248-4942. Please get involved---we've got a lot of fun and learning in store!

Hope to see you there!

Allison Fisher

MCIDC Plaza ♦ One Belle Avenue ♦ Building 58 ♦ Lewistown, PA 17044
(717) 248-4942 (717) 248-8610 FAX

TIU 11 is an equal rights and opportunities educational service agency.

An Invitation From

The Adult Education and Job Training Center
and
The Mifflin County Housing Authority

Please join us for

Free Parenting Workshops
Free Child care provided

Come to one or come to all!

DATE: Starting Sept. 15, every Thursday through Dec.

TIME: 1PM to 3PM (may end earlier due to school kids)

PLACE: McCoy Manor Units 5/6 and 7/8

Please join us at free workshops!
We'll talk about the issues that affect YOU--
such as bedtime, mealtime, discipline, homework, and school.
Please bring your children---activities will be provided.

Contact Allison Fisher at 248-4942
with any questions or
TO ENROLL

Come join us

PARENTS ARE TEACHERS

McCoy Manor Parenting Workshop Series
presented by the
Adult Education and Job Training Center

Starting February 16 and continuing through June1 every Thursday from 1pm to 3pm at McCoy Manor Units 5/6 and 7/8 at no cost to you!

We'll talk about the issues that affect YOU---
such as discipline, homework, and school.
Find out what community resources are available.

Please bring your children---activities will be provided at no cost.

Contact **Allison Fisher** at **248-4942**
with any questions or
TO ENROLL

Free Workshops for Parents

P.A.C.T. (Parents and Children Together) is a very special program with activities targeted for pre-schoolers through grade 2 children and their parents or caregivers. The goal is to help parents promote improved learning in their children while improving their own basic skills. Children will be supervised in activities and play groups. The program will help parents and caregivers to know that learning can be fun and will include:

- ACTIVITIES PARENTS AND CHILDREN CAN DO TOGETHER
  - Counting
  - Observing
  - Reading
  - Language
- LEARNING IMPACT OF EVERYDAY ACTIVITIES
  - Sorting laundry
  - Picking up toys
  - Shopping trips
- GUEST SPEAKERS
  - Fire safety expert
  - Reading specialist
  - Home health care provider

Mondays & Wednes

9:00 AM - 11:00 A

(throughout the summer)

Free Child Care Provi

Begins soon at

McCoy Manor

Residents & the Public I

Call 248-4942 to sig

Sponsored by Mifflin County Housing Authority, TIU Adult Education and Job Training Center, and Pennsylvania Department of E

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Free Workshops for Parents

P. A. C. T.

(Parents and Children Together)

- Activities parents and children can do together:
  - COUNTING
  - OBSERVING
  - READING
  - LANGUAGE
- Learning impact of everyday activities
  - SORTING LAUNDRY
  - PICKING UP TOYS
  - SHOPPING TRIPS
- Guest Speakers
  - FIRE SAFETY EXPERT
  - READING SPECIALIST
  - HOME HEALTH CARE PROVIDER

Begins soon at McCoy Manor

Monday & Wednesday mornings
9:00 AM - 11:00 AM

Free Child Care Provided
Residents & the Public Invited

Call **248-4942** to sign up

Sponsored by
Mifflin County Housing Authority
Adult Education and Job Training Center
Pennsylvania Department of Education

Parenting Workshops

McCoy Manor, Lewistown
9-11 a.m.

7/20 - Wednesday
How Children Learn and Parents' Part in the Process
Allison Fisher, Adult Education and Job Training Center Instructor

7/25 - Monday
Learning from Nature Activities and Nature Walk
Allison Fisher, Adult Education and Job Training Center Instructor

7/27 - Wednesday
Physical Fitness - An Educational Experience for Children
Penn State Extension Agent

8/1 - Monday
Make Reading Fun
Carole Auker, Mifflin County School District Reading Specialist

8/3 - Wednesday
Learning with the Library
Elaine Dillman, Mifflin County Library Children's Librarian

8/8 - Monday
Housework: A Fun, Learning Children's Experience
Ann Kanagy, Administrative Assistant, Sun Home Health Services

8/10 - Wednesday
Boosting Children's Self-Esteem
Helen Guisler, Adult Education and Job Training Center Counselor

8/15 - Monday
Nutrition and Meal Planning = Learning
Penn State Extension Agent

8/17 - Wednesday
Planning Session for School Year Program

Call Adult Education and Job Training Center to sign up 248-4942

Tuscarora Intermediate Unit
Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

NEWS RELEASE
For immediate release

MODEL FAMILY LITERACY GRANT AWARDED

Lewistown, PA--The TIU Adult Education and Job Training Center received a federal grant from the Pennsylvania Department of Education to develop and implement a model family literacy program with the Mifflin County Housing Authority. The goal of the project, entitled *McCoy Manor: A Model Family Literacy-Housing Authority Program*, is to create a model cooperative effort to help parents promote improved learning in their children while improving their own basic skills.

P.A.C.T. (Parents and Children Together), the curriculum to be utilized for this project, will be held at McCoy Manor every Monday and Wednesday, 9:00 AM - 11:00 AM, throughout the summer. Children will be supervised in activities and play groups. The goal of the program is to help parents and caregivers know that learning can be fun. Activities are targeted for pre-schoolers through grade 2 youngsters. Activities that parents and children can do together, such as counting, observing, reading, and language, will be featured. Guest speakers will also add to the training.

The TIU Adult Education and Job Training Center has been providing family literacy training to the community for over eight years, including a cooperative program with Head Start which was featured in a 1990 WPSX-TV documentary. Services have included working with parents on study skills to help their school age children as well as school readiness training for parents of pre-schoolers.

This grant to create and deliver family literacy services in a housing authority setting was awarded because of the Center's ongoing positive performance in this area. Project information will be disseminated statewide and, serving as a model throughout Pennsylvania, the program will be visited by other adult educators and housing personnel who wish to replicate it.

The program is sponsored by Mifflin County Housing Authority, TIU Adult Education and Job Training Center, and Pennsylvania Department of Education. McCoy Manor residents and the general public are invited. For additional information and to register, call 248-4942.

# # #

Tuscarora Intermediate Unit

Adult Education and Job Training Center

CAROL MOLEK
Adult Education Director

ADELE T. CRAIG
Employment/Training Director

PUBLIC SERVICE ANNOUNCEMENT

Please run through 7/18/94

P.A.C.T.

(Parents and Children Together)

Parents & Caregivers: Make learning fun for

preschoolers - grade 2

Children: Play groups and activities

Mon. & Wed., 9:00AM - 11:00 AM

at McCoy Manor

Begins soon in July

Join us. Everyone welcome.

Call 248-4924 to sign up.

Sponsored by Mifflin Co. Housing Authority,

Adult Education & Job Training Center, and

Pennsylvania Department of Education.

MCIDC Plaza ♦ One Belle Avenue ♦ Building 58 ♦ Lewistown, PA 17044

(717) 248-4942 (717) 248-8610 FAX

TIU 11 is an equal rights and opportunities educational service agency.

Portfolio

Goal-Setting Outline

Interview form for Personal Success Workshops

Date: _____

Goals for: _____

1. Areas I would like to further develop in my life are:

2. Skills I need to work on immediately include:

3. The best thing I have done in class since the last meeting was:

4. I had the most troouble with:

5. How I can use/have used the skills I have learned since the last meeting:

6. Topics I would like to learn more about...

Date: _____

When deciding on how you will evaluate/rate the portfolios ask yourself the following questions and how they relate to the topics listed below.

How did I participate in...
How do I feel about...
Were my short-term goals achieved in regard to...
Was progress made toward attainment of goals in ...
Was I honest in all my evaluations of...
How relevant was my reflection on ...

Rating Scale:				
Excellent	Above Average	Average	Below Average	Poor
1	2	3	4	5

1.) Setting the criteria for the portfolios
1 2 3 4 5

2.) Personal Reflection on content and appearance of portfolios
1 2 3 4 5

3.) Participant and Instructor Expectations for class
1 2 3 4 5

4.) Achievement of goals and objectives
1 2 3 4 5

5.) Attendance
1 2 3 4 5

6.) Testing Criteria and Results
1 2 3 4 5

7.) Goal Setting
1 2 3 4 5

8.) List <u>one</u> way that using the portfolio helped you.

_____

Thank You!

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**** Evaluation Summary ****

Student Self-Evaluation:

Number of Competencies achieved: _____

Areas of Difficulty: _____

_____

Feelings about the Learning: _____

_____

Additional Comments: _____

_____

_____

PEER EVALUATION:

Items Reviewed: _____

_____

Areas of Difficulty: _____

_____

Suggestions: _____

_____

Additional Comments: _____

_____

_____

INSTRUCTOR EVALUATION:

Standardized Test: Score:

_____

_____

_____

Items Reviewed: _____

_____

Competencies Achieved: Not Achieved:

_____

_____

_____

Suggestions: _____

Date of Evaluation: / / Evaluation #:____

Materials Checklist

(Briefly describe each item and why it was placed in the portfolio)

#	Description of Item	Date	Class	Why was it included?
1		/ /		
2		/ /		
3		/ /		
4		/ /		
5		/ /		
6		/ /		
7		/ /		
8		/ /		
9		/ /		
10		/ /		
11		/ /		
12		/ /		
13		/ /		
14		/ /		
15		/ /		
16		/ /		
17		/ /		
18		/ /		
19		/ /		
20		/ /		

Portfolio Summary Page

Student: _____ Period Covered From _____ to _____

Course: _____

Instructor: _____

What's in my portfolio? _____

_____

_____

_____

_____

Why I chose these samples _____

_____

_____

_____

What have I learned _____

_____

_____

_____

What I think about the class or program _____

_____

_____

Participant Checklist

Main Topic	Activity	Date	Check	COMMENTS
Parenting	1) Identify your child's Learning Style			
	2) Nature walk with your child			
	3) Develop a nature related activity to use with your child/children			
	4) Select appropriate physical activities for your child/children			
	5) Practice storytelling and memorize one story			
	6) Identify household tasks that your children can help with			
	7) Develop an activity to improve your child's/ children's self-esteem			
	8) Plan a meal with your child/children			
Basic Skills	1) Identify your own Learning Style			
	2) Develop a working budget for your household			

Participant Checklist

Main Topic	Activity	Date	Check	COMMENTS
	3) Review steps to better self-esteem			
	4) List 4 food groups and give examples			
Other Skills	1) Apply Learning Styles to tasks you do every day			
	2) Increase awareness your environment			
	3) Tour the public library			
	4) Obtain a library card			
Other Skills	5) Review Household Management tips			
	6) Participate in discussions, but don't dominate			
	7) Plan a meal			
	8) Practice Conflict Resolution methods			
	9) Role-play Communication Styles			

Participant Checklist

Main Topic	Activity	Date	Check	COMMENTS
Personal Development	1) Being Punctual	N/A		
	2) Being dependable - Calling in when ill and completing assignments as instructed	N/A		
	3) Being Neat - Demonstrate legible writing and careful work	N/A		
	4) Being well groomed - demonstrating cleanliness in personal habits	N/A		
	5) Present appropriate language	N/A		
	6) Present a positive attiude - by not becoming frustrated or disgusted when met by new challenges	N/A		
	7) Cooperate with classmates	N/A		
	8) Demonstrate problem solving ability	N/A		

Personal Development Measures

Instructor: _____

1	Personal	Be Punctual	Coming to class and appointments on time		
2	Personal	Be dependable	By calling in when ill By completing tasks as assigned		
3	Personal	Be neat	1.By demonstrating legible handwriting 2. By showing carefulness and pride in daily work		
4	Personal	Be well groomed	By demonstrating cleanliness in personal habits		
5	Personal	Present appropriate language	By demonstrating proper language in class		
6	Personal	Present a positive attitude	By not becoming frustrated or disgusted when met with new challenges		

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Student: _____

Personal Development Measures

Instructor:_____

[redacted]	Cooperates with Classmates	Show willingness to assist other classmates and respect individual rights.		
[redacted]	Problem Solving Ability	By attempting to find possible solutions to problems before asking for help		
[redacted]	Free form substance abuse	By not coming to class under the influence or suffering from the residual effects of drugs or alcohol, or in possession		
10 [redacted]	Personal Initiative	Complete tasks without excessive prompting from the instructor. This also includes completion of assignments.		
[redacted] 11	Follow Instruction	Follow instructions w/o excessive prompting		

57

58

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Student:_____

Personal Development Measures

Instructor: _____

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	Completes tasks as assigned	Complete all assignments given in the classroom in the classroom in the allotted time period		
[illegible]	[illegible]	Particpate in class	By being required to participate in all classroom activities as assigned and instructed		

Casemanager Review

Date: _____
Competencies Completed since last review: _____

Changes/updates to plan: _____

Satisfactory attainment toward goals: Yes or No

Date: _____
Competencies Completed since last review: _____

Changes/updates to plan: _____

Satisfactory attainment toward goals: Yes or No

Date: _____
Competencies Completed since last review: _____

Changes/updates to plan: _____

Satisfactory attainment toward goals: Yes or No

Assessment Summaries

Assessment Tool	Date	Results
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		

Assessment Notes:

Personal Development Measures

Instructor: _____

1	Personal	Be Punctual	Coming to class and appointments on time		
2	Personal	Be dependable	By calling in when ill By completing tasks as assigned		
3	Personal	Be neat	1.By demonstrating legible handwriting 2. By showing carefulness and pride in daily work		
4	Personal	Be well groomed	By demonstrating cleanliness in personal habits		
5	Personal	Present appropriate language	By demonstrating proper language in class		
6	Personal	Present a positive attitude	By not becoming frustrated or disgusted when met with new challenges		

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Student: _____

Personal Development Measures

Instructor:_____

[redacted]	Cooperates with Classmates	Show willingness to assist other classmates and respect individual rights.		
[redacted]	Problem Solving Ability	By attempting to find possible solutions to problems before asking for help		
[redacted]	Free form substance abuse	By not coming to class under the influence or suffering from the residual effects of drugs or alcohol, or in possession		
10 [redacted]	Personal Initiative	Complete tasks without excessive prompting from the instructor. This also includes completion of assignments.		
11 [redacted]	Follow Instruction	Follow instructions w/o excessive prompting		

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Personal Development Measures

Instructor:_____

12	Completes tasks as assigned	Complete all assignments given in the classroom in the classroom in the allotted time period		
13	Particpate in class	By being required to participate in all classroom activities as assigned and instructed		

Student:_____

McCoy/PSW Competencies

Competency / Description	Indicator	Measure	Accomplish Y/N Date
1 Parenting	Develop Parenting Skills	Students identify their child's learning style	
		Parents participate in a nature walk with their child.	
		Students develop a nature related activity for use with children	
		Parents select developmentally appropriate physical activitiesfor children	
		Parents practice storytelling and commit one story to memory	
		Parents identify household tasks that tneir children can help with	
		Parents develop an activity to improve their child's self-esteem	
		Parents plan a meal with their child	
2 Basic Skills	Develop / Improve Basic Skills	Students identify their own learning style	
		Students develop a working budget for their household	

McCoy/PSW Competencies

Competency #	Description	Indicator	Measure	Accomplish
			Students review steps to better self-esteem	
			Students list 4 food groups and examples	
3	Life Skills	Develop basic life skills	Students apply their learning style to tasks they do everyday	
			Students increase environmental awareness	
			Students tour the public library	
			Students obtain a library card	
			Students will review household management tips	
			Students participate in discussions, but not dominate	
			Students plan a meal	
			Students evaluate methods of Conflict Resolution	
			Students role-play communication styles	